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ABSTRACT

The general purpose of the occupational analysis is to provide workable, basic information dealing with the many and varied duties performed in the small business management occupation. The document opens with a brief introduction followed by a job description. The bulk of the document is presented in table form. Twelve duties are broken down into a number of tasks and for each task a two-page table is presented, showing on the first page: tools, equipment, materials, objects acted upon; performance knowledge (related also to decisions, cues and errors); safety--hazard; and on the second page: science; math--number systems; and communications (performance modes, examples, and skills and concepts). The duties include: supervising purchase of merchandise, hiring of personnel, maintenance of equipment, personnel, and building maintenance; managing merchandise, operating procedures, merchandise promotions, business operating policies, physical facilities, and business finance; and insuring coverage of business losses. The document concludes with supplementary materials, and a glossary of business terms. (BP)

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Occupational Analysis

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SMALL BUSINESS MANAGER

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AN ANALYSIS OF THE SMALL BUSINESS MANAGING OCCUPATION

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TABLE OF CONTENTS

Foreword	v
Preface	vii
Acknowledgment.	ix
Job Description	xi
Duties	
A Supervising Purchase of Merchandise	1
B Managing Merchandise.	13
C Supervising Hiring of Personnel	23
D Managing Operating Procedures.	31
E Supervising Maintenance of Equipment	39
F Supervising Personnel	47
G Managing Merchandise Promotions	57
H Managing Business Operating Policies	67
I Managing Physical Facilities of Business	77
J Managing Business Finance	87
K Insuring Coverage of Business Losses	95
L Supervising Maintenance of Business Building.	105
Appendix A	113
Appendix B	115
Appendix C	117
Glossary	119

FOREWORD

The occupational analysis project was conducted by The Instructional Materials Laboratory, Trade and Industrial Education, The Ohio State University in conjunction with the State Department of Education, Division of Vocational Education pursuant to a grant from the U.S. Office of Education.

The Occupational Analysis project was proposed and conducted to train vocational educators in the techniques of making a comprehensive occupational analysis. Instructors were selected from Agriculture, Business, Distributive, Home Economics and Trade and Industrial Education to gain experience in developing analysis documents for sixty-one different occupations. Representatives from Business, Industry, Medicine, and Education were involved with the vocational instructors in conducting the analysis process.

The project was conducted in three phases. Phase one involved the planning and development of the project strategies. The analysis process was based on sound principles of learning and behavior. Phase two was the identification, selection and orientation of all participants. The training and workshop sessions constituted the third phase. Two-week workshops were held during which teams of vocational instructors conducted an analysis of the occupations in which they had employment experience. The instructors were assisted by both occupational consultants and subject matter specialists.

The project resulted in producing one hundred two trained vocational instructors capable of conducting and assisting in a comprehensive analysis of various occupations. Occupational analysis data were generated for sixty-one occupations. The analysis included a statement of the various tasks performed in each occupation. For each task the following items were identified: tools and equipment; procedural knowledge; safety knowledge; concepts and skills of mathematics, science and communication needed for successful performance in the occupation. The analysis data provided a basis for generating instructional materials, course outlines, student performance objectives, criterion measures as well as identifying specific supporting skills and knowledge in the academic subject areas.

PREFACE

The small business manager is responsible for the successful operation of an individually owned small business. His/her duties would predominantly be those of supervision and management. Although, depending upon the size or nature of the business, the manager might be called upon to perform, as well as supervise, certain everyday, menial tasks. It cannot be assumed, however, that his/her job would consist of more than director of operations. The work situation would dictate which duties would be applicable in individual cases. The stated duties are designed to be general enough that they could be applied to the operation of any small business.

ACKNOWLEDGMENT

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JOB DESCRIPTION

A retail small business manager is responsible for the operation of a retail small business. This individual is responsible for performing either personally or through subordinates, the following duties: purchasing merchandise, managing merchandise, hiring of personnel, supervising maintenance of equipment and building, establishing and managing operating procedures, personnel supervision and merchandise promotions, establishing and managing operating policies, managing facilities of business, managing business finances, insuring coverage of business losses, and keeping of business records. The performance of these duties is dependent upon the size and nature of a retail business.

Duty A Supervising Purchase of Merchandise

- 1 Determine merchandise to be purchased
- 2 Select sources of merchandise
- 3 Determine quantity of merchandise
- 4 Order merchandise
- 5 Supervise recording of merchandise ordered

(TASK STATEMENT) DETERMINE MERCHANDISE TO BE PURCHASED

12

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Previous sales records</p> <p>Merchandise catalogs</p> <p>Supplier outlets and manufacturers</p> <p>Professional assistance</p>	<p>Steps:</p> <ul style="list-style-type: none"> Consider consumer demands Consider type of business Consider previous merchandise and sales Consider competitors Consider merchandise availability Test sample merchandise Review and evaluate merchandise Consult professional assistance Decide on merchandise 	
<p><u>DECISIONS</u></p> <p>Choose merchandise to be carried or handled</p>	<p><u>CUES</u></p> <p>Analyze knowledge gathered in steps, keeping in mind what is best for the business</p>	<p><u>ERRORS</u></p> <p>Selection of wrong merchandise</p>

TASK STATEMENT) DETERMINE MERCHANDISE TO BE PURCHASED

SCIENCE		MATH - NUMBER SYSTEMS
<p><u>Professionalism</u></p> <ol style="list-style-type: none">1. Maintain capacity to foster trust2. Maintain capacity to foster confidentiality3. Maintain capacity to foster cooperation4. Maintain capacity to generate integrity5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability <p><u>Supervision</u></p> <ol style="list-style-type: none">1. Grant appropriate regard for customer's unique needs2. Communicate pride in establishment		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u> (REFER COMMUNICATIONS CODE)
<ol style="list-style-type: none">1. Speaking2. Reading3. Writing4. Listening5. Viewing6. Touching	<ol style="list-style-type: none">1. Talking to suppliers2. Reading product descriptions3. Writing merchandise reports4. Hear sales talks5. See merchandise6. Physically examine merchandise	<ol style="list-style-type: none">1. SCM2. RCM3. WCM4. LCM5. VCM6. TCM

(TASK STATEMENT) SELECT SOURCES OF MERCHANDISE

14

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY HAZARD
<p>Catalogs</p> <p>Previous sources</p> <p>Attend trade shows</p> <p>Visit manufacturing source</p> <p>Calculator</p> <p>Adding machine</p>	<p>Steps:</p> <p>Determine available sources of merchandise</p> <p>Consider past experience with source</p> <p>Consider policies of sources, service, returns, credit, guarantee, and assistance</p> <p>Consider reputation of source</p> <p>Consider cost of merchandise with source-discounts</p> <p>Consider quantity of merchandise available with source</p> <p>Consider quality of merchandise</p> <p>Consider assortment of merchandise</p> <p>Consider delivery time schedule of source</p>	
<p><u>DECISIONS</u></p> <p>Select correct source of merchandise</p>	<p><u>CUES</u></p>	<p><u>ERRORS</u></p> <p>Selection of wrong source</p>

TASK STATEMENT) SELECT SOURCES OF MERCHANDISE

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u></p> <ol style="list-style-type: none"> 1. Maintain capacity to foster trust 2. Maintain capacity to foster confidentiality 3. Maintain capacity to foster cooperation 4. Maintain capacity to generate integrity 5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables 6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability <p><u>Supervision</u></p> <ol style="list-style-type: none"> 1. Grant appropriate regard for customer's unique needs 2. Communicate pride in establishment 	<ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculation)-counting, ordering, indexing 3. Use of computing devices and mechanical aids-calculators (electric, mechanical), adding machine 4. Fundamental Operations (calculation) 5. Basic arithmetic skills and concepts-(See Appendix B) 6. Basic measurement skills and concepts (See Appendix B)
PERFORMANCE MODES	COMMUNICATIONS
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 6. Touching 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talking to suppliers 2. Reading product descriptions 3. Writing merchandise reports 4. Hear sales talks 5. See merchandise 6. Physically examine merchandise <p><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATION CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 6. TCM

(TASK STATEMENT) DETERMINE QUANTITY OF MERCHANDISE

<p>TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON</p> <p>Budget statement Promotions plan Inventory control report Calculator, adding machine</p>	<p>PERFORMANCE KNOWLEDGE</p> <p>Steps: Consider consumer demands Consider business capital available Determine physical space of business Determine potential sales Consider source quantity discounts Consider merchandise spoilage and obsolescence Consider possible business promotions</p>	<p>SAFETY — HAZARD</p>
<p><u>DECISIONS</u> Establish quantity of merchandise to purchase</p>	<p><u>CUES</u> Refer to above steps, think what is best for the business</p>	<p><u>ERRORS</u> Purchase of inaccurate quantity of merchandise</p>

TASK STATEMENT) DETERMINE QUANTITY OF MERCHANDISE

SCIENCE	MATH - NUMBER SYSTEMS	
<p><u>Professionalism</u></p> <ol style="list-style-type: none">1. Maintain capacity to foster trust2. Maintain capacity to foster confidentiality3. Maintain capacity to foster cooperation4. Maintain capacity to generate integrity5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability <p><u>Supervision</u></p> <ol style="list-style-type: none">1. Grant appropriate regard for customer's unique needs2. Communicate pride in establishment	<ol style="list-style-type: none">1. Rational numbers2. Use of numbers (without calculations)-counting, indexing3. Fundamental operations (calculations)4. Basic arithmetic skills and concepts-ratio and proportion5. Use of computing devices and mechanical aids-adding machine, calculators (electric, mechanical)6. Basic measurement skills and concepts-6a,b,c;;7a,b,c, d,e,f;;8; 9 (See Appendix B) <p>Establish quantity of merchandise</p>	
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)
<ol style="list-style-type: none">1. Speaking2. Reading3. Writing4. Listening5. Viewing6. Touching	<ol style="list-style-type: none">1. Talking to suppliers2. Reading product descriptions3. Writing merchandise reports4. Hear sales talks5. See merchandise6. Physically examine merchandise	<ol style="list-style-type: none">1. SCM2. RCM3. WCM4. LCM5. VCM6. TCM

COMMUNICATIONS

(TASK STATEMENT) ORDER MERCHANDISE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Order blanks</p> <p>Purchase order's</p> <p>Catalogs</p> <p>Source price quotations</p> <p>Calculator</p> <p>Adding machine</p>	<p>Steps:</p> <p>Follow particular source order procedure</p> <p>Follow established business ordering policies</p> <p>Place order</p>	
<p><u>DECISIONS</u></p>	<p><u>CUES</u></p>	<p><u>ERRORS</u></p> <p>Inaccurate order</p>

19

(TASK STATEMENT) SUPERVISE RECORDING OF MERCHANDISE ORDERED

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Filing records of orders</p> <p>Calculator</p> <p>Adding machine</p>	<p>Steps:</p> <p>See that order is properly and accurately recorded</p>	
<p><u>DECISIONS</u></p> <p>Is merchandise being properly ordered</p>	<p><u>CUES</u></p> <p>Examine recording procedures</p>	<p><u>ERRORS</u></p> <p>Inaccurate purchase records</p>

TASK STATEMENT) SUPERVISE RECORDING OF MERCHANDISE ORDERED

SCIENCE	MATH -- NUMBER SYSTEMS
<p>Professionalism A,B,C,F,G (See Appendix A) SUPERVISION D,E,G,H,I (See Appendix A)</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<ol style="list-style-type: none">1. Rational numbers2. Use of numbers (without calculations)-recording3. Fundamental operations (calculations)4. Use of computing devices and mechanical aids-adding machine, calculators (electric, mechanical)5. Basic measurement skills and concepts-measurement: non-geometric (time, money)
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none">1. Speaking2. Reading	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none">1. Orally instructing employees in recording2. Check records <p><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none">1. SCM2. RCM

Duty B Managing Merchandise

- 1 Supervise receiving of merchandise shipment
- 2 Supervise stocking or storage of merchandise
- 3 See that inventory records are kept
- 4 Manage proper inventory control

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Record filing system
Receiving reports

PERFORMANCE KNOWLEDGE

Steps:
Verify accurate merchandise
Verify accurate amount received
Verify condition of merchandise
See that receipt of order is
properly recorded

SAFETY — HAZARD 2.3

DECISIONS

Is merchandise being properly
received

CUES

Follow receiving procedure

ERRORS

Receiving of improper merchandise,
amount or condition of merchandise
Order improperly recorded

TASK STATEMENT) SUPERVISE RECEIVING OF MERCHANDISE SHIPMENT

SCIENCE	MATH - NUMBER SYSTEMS	
<p><u>Professional</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> D,E,"I (See Appendix A)</p> <p>Conscious awareness of the need for the balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p> <p>Inhibitors of efficient job performance-A,B,D,F (See Appendix A)</p> <p>Conditions for health and growth-directed job performance-A,B,F (See Appendix A)</p>	<p>Rational numbers</p> <p>Use of numbers (without calculation)-counting, indexing, assign numbers to shipments or individual merchandise measurement</p> <p>Fundamental Operations (calculation)</p> <p>Addition</p> <p>Subtraction</p> <p>Multiplication</p> <p>Division</p>	
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
<p>1.Speaking</p> <p>2.Reading</p> <p>3.Writing</p> <p>4.Listening</p> <p>5.Viewing</p> <p>6.Touching</p>	<p>1.Talk to handlers of merchandise</p> <p>2.Verify orders</p> <p>3.Record shipments</p> <p>4.Hear reports on condition of merchandise</p> <p>5.View condition of merchandise</p> <p>6.Test condition of merchandise</p>	<p>(REFER TO COMMUNICATIONS CODE)</p> <p>1.SCM</p> <p>2.RCM</p> <p>3.WCM</p> <p>4.LCM</p> <p>5.VCM</p> <p>6.TCM</p>

COMMUNICATIONS

(TASK STATEMENT) SUPERVISE STOCKING OR STORAGE OF MERCHANDISE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD ²⁵
	<p>Steps: See that merchandise is properly inventoried according to business policies</p>	
<p><u>DECISIONS</u></p> <p>Is merchandise properly stored</p>	<p><u>CUES</u></p> <p>Follow business procedure for inventory control</p>	<p><u>ERRORS</u></p> <p>Improper stocking or storage of merchandise</p>

TASK STATEMENT) SUPERVISE STOCKING OR STORAGE OF MERCHANDISE

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> D,E,H,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expression basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p> <p>Inhibitors of efficient job performance-A,B,D,E (See Appendix A)</p> <p>Conditions for health and growth-directed job performance-A,B,F (See Appendix A)</p>	<p>Basic measurement skills and concepts-measurement: geometric (area, volume)</p> <p>Measurement: non-geometric-(temperature, weight and liquid)</p> <p>The above is for determination of storage area</p>
PERFORMANCE MODES	COMMUNICATIONS
<p><u>1. Speaking</u></p> <p><u>2. Listening</u></p> <p><u>3. Viewing</u></p>	<p><u>EXAMPLES</u></p> <p>1. Talk to stock people</p> <p>2. Listen to suggestions</p> <p>3. View stocking procedure</p> <p><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)</p> <p>1. SCM</p> <p>2. LCM</p> <p>3. VCM</p>

(TASK STATEMENT) SEE THAT INVENTORY RECORDS ARE KEPT

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Inventory records</p> <p>Inventory reports</p> <p>Calculator</p> <p>Adding machine</p>	<p>Steps: Examine inventory records periodically</p>	<p>217</p>
<p><u>DECISIONS</u></p> <p>Are records properly kept</p>	<p><u>CUES</u></p> <p>Follow procedures for keeping inventory records</p>	<p><u>ERRORS</u></p> <p>Inaccurate inventory records</p>

TASK STATEMENT) SEE THAT INVENTORY RECORDS ARE KEPT

SCIENCE		MATH - NUMBER SYSTEMS	
<p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> D,E,H,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p> <p>Inhibitors of efficient job performance-A,B,D,E (See Appendix A)</p> <p>Conditions of healthy and growth directed job performance-A,B,F (See Appendix A)</p>		<p>Rational numbers</p> <p>Use of numbers (without calculation)-recording</p> <p>Fundamental operations (calculation)</p> <p>Addition, subtraction, division, multiplication</p> <p>Use of computing devices and mechanical aids-adding machine, calculators, (electric, mechanical)</p> <p>Basic measurement skills and concepts-measurement: non-geometric (time-money)</p>	
COMMUNICATIONS			
<u>PERFORMANCE MODES</u>		<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u>
<p>1. Speaking</p> <p>2. Reading</p> <p>3. Listening</p>		<p>1. Talk to recorders</p> <p>2. Examine records</p> <p>3. Hear feedback from recorders</p>	<p>(REFER TO COMMUNICATIONS CODE)</p> <p>1. SCM</p> <p>2. RCM</p> <p>3. LCM</p>

28

(TASK STATEMENT) MANAGE PROPER INVENTORY CONTROL

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Inventory records</p> <p>Inventory reports</p> <p>Sales records</p>	<p>Steps: See that inventory policies are followed</p>	
<p><u>DECISIONS</u></p> <p>Are proper inventory controls being followed</p>	<p><u>CUES</u></p> <p>Follow inventory policies</p>	<p><u>ERRORS</u></p> <p>Improper inventory control</p>

TASK STATEMENT) MANAGE PROPER INVENTORY CONTROL

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u> <u>A,B,C,D,F,G</u> (See Appendix A) <u>Supervision</u> <u>D,E,H,I</u> (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expression basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p> <p>Inhibitors of efficient job performance-A,B,D,E (See Appendix A)</p> <p>Conditions of healthy and growth directed job performance-A,B,F (See Appendix A)</p>	
PERFORMANCE MODES	COMMUNICATIONS
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none">1. Speaking2. Reading3. Writing4. Listening5. Viewing6. Touching	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none">1. Talk to handlers of merchandise2. Verify orders3. Record shipments4. Hear reports on condition of merchandise5. View condition of merchandise6. Test condition of merchandise <p><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none">1. SCM2. RCM3. WCM4. LCM5. VCM6. TCM

Duty C Supervising Hiring of Personnel

- 1 Develop sources of applicants
- 2 Select employees
- 3 Place personnel

(TASK STATEMENT) DEVELOP SOURCES OF APPLICANTS

32

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Newspaper and journals Employment agency Colleges Schools Existing employee records	Steps: Determine sources of applicants, such as schools, colleges, news- papers, employment agencies, referrals, in house Evaluate sources Select those sources appropriate to business Implement best sources of employees	
Determine sources of applicants	<u>CUES</u> Realize type of employees gathered from various sources	<u>ERRORS</u> Selection of inappropriate employee source

TASK STATEMENT)

DEVELOP SOURCES OF APPLICANTS

MATH — NUMBER SYSTEMS	
SCIENCE	
<p>Professionalism</p> <ol style="list-style-type: none">1. Maintain capacity to foster trust2. Maintain capacity to foster confidentiality3. Maintain capacity to foster cooperation4. Maintain capacity to generate integrity5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables6. Exhibit qualities of self-confidence, self-control self-reliance, self-respect and adaptability <p>Supervision</p> <ol style="list-style-type: none">1. Grant conscious attention to smoothly flowing team work2. Grant appropriate regard for customer's unique needs3. Communicate pride in establishment	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>SKILLS/CONCEPTS</u>
<ol style="list-style-type: none">1. Speaking2. Reading3. Writing4. Listening	<ol style="list-style-type: none">1. SCM2. RCM3. WCM4. LCM

(TASK STATEMENT) SELECT EMPLOYEES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Application forms</p> <p>Interview records</p> <p>Tests</p> <p>Reference materials</p>	<p>Steps:</p> <p>Select procedures for hiring</p> <p>Evaluate procedures for action</p> <p>Implement proper procedures for selection</p> <p>Select potential employees</p> <p>Judge effectiveness of selection procedure</p>	
<p><u>DECISIONS</u></p> <p>Selection of employees</p>	<p><u>CUES</u></p> <p>Keep in mind appropriate procedure for selection of employees</p>	<p><u>ERRORS</u></p> <p>Improper selection of employees</p>

ASK STATEMENT) SELECT EMPLOYEES

ASK STATEMENT)	SELECT EMPLOYEES
SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Hiring</u></p> <ol style="list-style-type: none">1. Exhibit capacity to ascertain personal qualities (skills, knowledge, character, flexibility and learning capacity)2. Exhibit capacity to foster truth3. Exhibit capacity to accurately reflect plant environment and job expectations <p><u>Professionalism</u> - A,B,C,D,F,G, (See Appendix A) <u>Supervision</u> A,D,E,F,G,I (See Appendix A)</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<ol style="list-style-type: none">1. Speaking2. Reading3. Writing4. Listening	<ol style="list-style-type: none">1. Talking to sources of applicants2. Read source lists3. Contact sources by letter4. Feedback from sources
<u>SKILLS/CONCEPTS</u>	
REFER TO COMMUNICATIONS CODE) <ol style="list-style-type: none">1. SCM2. RCM3. WCM4. LCM	

(TASK STATEMENT) PLACE PERSONNEL

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD ³⁶
<p>Interview records</p> <p>Tests</p> <p>Reference materials</p> <p>Application forms</p>	<p>Steps:</p> <p>Determine strengths and weaknesses of personnel</p> <p>Review job requirements</p> <p>Place appropriate personnel for each position</p>	
<p><u>DECISIONS</u></p> <p>Which employee would be best for each position</p>	<p><u>CUES</u></p> <p>Pay particular attention to employee abilities and position requirements</p>	<p><u>ERRORS</u></p> <p>Selection of inadequate employee for particular position</p>

ASK STATEMENT) PLACE PERSONNEL

MATH — NUMBER SYSTEMS

SCIENCE

Professionalism

A, B, C, D, F, G (See Appendix A)

Supervision

A, D, E, F, G, I (See Appendix A)

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening

EXAMPLES

1. Talk to supervisors
2. Read recommendations
3. Record placements
4. Feedback form supervisors

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM

Duty D Managing Operating Procedures

- 1 Determine business operating procedures**
- 2 Implement proper business operating procedures**
- 3 Review operating procedures**

33

(TASK STATEMENT) DETERMINE BUSINESS OPERATING PROCEDURES

29

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Business references</p> <p>Professional assistance</p>	<p>Steps:</p> <ul style="list-style-type: none"> Analyze business operations Consider all operating procedures Evaluate those procedures Modify procedures to meet business needs Choose procedures appropriate to business operation 	
<p><u>DECISIONS</u></p> <p>Selection of proper operating procedures</p>	<p><u>CUES</u></p> <p>Pay attention to needs of business</p>	<p><u>ERRORS</u></p> <p>Improper choice of operating procedure</p>

ASK STATEMENT) DETERMINE BUSINESS OPERATING PROCEDURES

SCIENCE	MATH — NUMBER SYSTEMS	
<p>Professionalism A, B, C, D, F, G (See Appendix A)</p> <p>Supervision B, C, D, E, F, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p>		
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE)
1. Speaking	1. Talk to assistants	1. SCM
2. Reading	2. Read business references	2. RCM
3. Writing	3. Record procedures	3. WCM
4. Listening	4. Feedback from assistants	4. LCM
5. Viewing	5. Viewing	5. VCM
		40

(TASK STATEMENT) IMPLEMENT PROPER BUSINESS OPERATING PROCEDURES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD ⁴¹
<p>Manual of business procedures</p> <p>Memos</p> <p>Audio-visual aids</p> <p>Operating forms</p> <p>Instructional institutions</p> <p>Seminars</p>	<p>Steps:</p> <p>Instruct employees in operating procedures</p> <p>Supervise employee applications of procedures</p>	
<p><u>DECISIONS</u></p> <p>Decide on proper implementation procedures</p>	<p><u>CUES</u></p> <p>Keep in mind operating procedures which are necessary</p>	<p><u>ERRORS</u></p> <p>Improper use of operating procedures</p>

TASK STATEMENT) IMPLEMENT PROPER BUSINESS OPERATING PROCEDURES

SCIENCE		MATH - NUMBER SYSTEMS
<u>Professionalism</u> A, B, C, D, F, G (See Appendix A) <u>Supervision</u> D, E, F, H, I (See Appendix A)		
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE)
1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing	1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback for assistants 5. View business operations	1. SCM 2. RCM 3. WCM 4. LCM 5. VCM
		42

(TASK STATEMENT) REVIEW OPERATING PROCEDURES

43

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Evaluation forms Manual on operating procedures Audio-visual aids	<p>Steps:</p> <ul style="list-style-type: none">Periodic observation of proceduresRe-instruction of operating procedures when necessaryEvaluation of operating procedures	
<p><u>DECISIONS</u></p> <p>Are operating procedures effective</p>	<p><u>CUES</u></p> <p>Keep in mind the established operating procedures</p>	<p><u>ERRORS</u></p> <p>Inefficient business operation</p>

TASK STATEMENT) REVIEW OPERATING PROCEDURES

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> B,C,D,E,F,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p> <p>Inhibitors of efficient job performance-A,B,D,E (See Appendix A)</p> <p>Conditions for health and growth-directed job performance-A,B,F (See Appendix A)</p>	
PERFORMANCE MODES	COMMUNICATIONS
<p>1. Speaking</p> <p>2. Reading</p> <p>3. Writing</p> <p>4. Listening</p> <p>5. Viewing</p>	<p><u>EXAMPLES</u></p> <p>1. Talk to assistants</p> <p>2. Read business references</p> <p>3. Record procedures</p> <p>4. Feedback from assistants</p> <p>5. View business operations</p> <p><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)</p> <p>1. SCM</p> <p>2. RCM</p> <p>3. WCM</p> <p>4. LCM</p> <p>5. VCM</p> <p>AG</p>

Duty E Supervising Maintenance of Equipment

- 1 Check condition of equipment
- 2 Determine needed equipment repairs
- 3 Decide repair or replacement

(TASK STATEMENT) CHECK CONDITION OF EQUIPMENT

46

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Operating manuals Equipment check sheets Referral forms Maintenance	Steps: Make periodic observations of equipment Establish system of employee referral on condition of equipment Maintain service record of equipment	Use machine properly-possible employee body harm
<u>DECISIONS</u> Is equipment repair needed	<u>CUES</u> Proper function of equipment	<u>ERRORS</u> Faulty operation of equipment

TASK STATEMENT) CHECK CONDITION OF EQUIPMENT

TASK STATEMENT)	CHECK CONDITION OF EQUIPMENT	SCIENCE	MATH — NUMBER SYSTEMS
COMMUNICATIONS			
<u>PERFORMANCE MODES</u> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing	<u>EXAMPLES</u> 1. Talk to employees about condition of equipment 2. Read service records 3. Record condition 4. Feedback from employees 5. View condition of equipment	<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE) 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM	47

(TASK STATEMENT) DETERMINE NEEDED EQUIPMENT REPAIRS

48

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Referral forms Service manuals Maintenance records Operating manuals	Steps: Make visual or mechanical observation of machines Check employee maintenance referral forms Check maintenance records Check operation manuals Obtain professional assistance	Proper use of equipment-employee harm
<u>DECISIONS</u> What repairs are needed for equipment	<u>CUES</u> Know proper maintenance of equipment	<u>ERRORS</u> Improper maintenance of equipment

TASK STATEMENT) DETERMINE NEEDED EQUIPMENT REPAIRS

SCIENCE		MATH - NUMBERS SYSTEMS
<p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> D, E, F, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>		
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS
1. Reading	1. Read service records	1. RCM
2. Speaking	2. Talk to employees about condition of equipment	2. SCM
3. Writing	3. Record condition	3. WCM
4. Listening	4. Feedback from employees	4. LCM
5. Viewing	5. View condition of equipment	5. VCM

49

49

(TASK STATEMENT) DECIDE REPAIR OR REPLACEMENT

50

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Maintenance records</p> <p>Service and operating manuals</p> <p>Catalogs (equipment)</p>	<p>Steps:</p> <ul style="list-style-type: none"> Check maintenance records Consider cost factors Consider obsolescence of equipment Obtain professional assistance 	
<p><u>DECISIONS</u></p> <p>Should equipment be repaired or replaced</p>	<p><u>CUES</u></p> <p>Overall knowledge of proper maintenance and efficiency of equipment</p>	<p><u>ERRORS</u></p> <p>Improper life expectancy of equipment</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Professionalism A,B,C,D,F,G (See Appendix A) <u>Supervision</u> D,E,F,H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<ol style="list-style-type: none"> 1. Fundamental Operations (calculation) 2. Basic Arithmetic Skills and Concepts-Property of comparison (equality/equivalence; inequality/greater than/less than) 3. Basic Measurement Skills and Concepts-Measurement: non-geometric (time and money)
PERFORMANCE MODES	COMMUNICATIONS
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to employees about condition of equipment 2. Read service records 3. Record condition 4. Feedback from employees 5. View condition of equipment <p><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM

Duty F Supervising Personnel

- 1 Plan working schedule
- 2 Schedule employees
- 3 Evaluate employee performance
- 4 Provide for employee needs

52

(TASK STATEMENT) PLAN WORKING SCHEDULE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Previous working schedules</p> <p>Employee records</p> <p>Budget</p> <p>Calculator</p>	<p>Steps:</p> <p>Determine needed jobs</p> <p>Determine workers needed for each job</p> <p>Determine number of hours for each job</p> <p>Check previous schedules</p> <p>Prepare working plan to fit budget</p>	
<p><u>DECISIONS</u></p> <p>Determine most effective work schedule</p>	<p><u>CUES</u></p> <p>Keep in mind necessary job and employee capabilities</p>	<p><u>ERRORS</u></p> <p>Inefficient use of employees and improper business operations</p>

TASK STATEMENT) PLAN WORKING SCHEDULE

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A) <u>Supervision</u> A,D,E,F,G,H,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (with calculation)-counting, coordinate system 3. Fundamental operations (calculation) 4. Use of computing devices and mechanical aids-calculators (electric, mechanical) 5. Basic measurement skills and concepts-measurement: non-geometric (time and money)
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 	<ol style="list-style-type: none"> 1. Talk to supervisors 2. Read business reports 3. Write schedule 4. Feedback from supervisors
<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)	
<ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 	

54

TASK STATEMENT) SCHEDULE EMPLOYEES

55

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Personal records</p> <p>Previous work schedules</p> <p>Seniority lists</p> <p>Union contracts</p> <p>Regulations: federal and state</p>	<p>Steps:</p> <p>Determine employee capabilities</p> <p>Consult previous work schedules</p> <p>Consider employee seniority</p> <p>Consider unions</p> <p>Regulations: federal and state</p> <p>Consider employee vacations and leave of absence</p> <p>Consider employee behavioral habits</p>	
<p><u>DECISIONS</u></p> <p>Determine proper scheduling of employees</p>	<p><u>CUES</u></p> <p>Consider employee needs</p>	<p><u>ERRORS</u></p> <p>Improper use of employees</p>

55

TASK STATEMENT) SCHEDULE EMPLOYEES

TASK STATEMENT) SCHEDULE EMPLOYEES		MATH - NUMBER SYSTEMS
SCIENCE		
<p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> A,D,E,F,G,H,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE) 1. SCM 2. RCM 3. WCM 4. LCM
1. Speaking 2. Reading 3. Writing 4. Listening	1. Talk to supervisors 2. Read business records 3. Write schedule 4. Feedback from supervisors	

(TAS. STATEMENT) EVALUATE EMPLOYEE PERFORMANCE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Personal records</p> <p>Evaluation forms</p> <p>Job criteria</p>	<p>Steps:</p> <p>Establish criteria for acceptable employee performance</p> <p>Observe employee performance and compare with criteria</p> <p>Determine if employee performance is acceptable</p> <p>Commend or criticize employee performance</p> <p>Consult past employee performance records</p>	
<p><u>DECISIONS</u></p> <p>Are employee performances adequate</p>	<p><u>CUES</u></p> <p>Keep in mind employee performance required</p>	<p><u>ERRORS</u></p> <p>Inefficient employee performance</p>

TASK STATEMENT) EVALUATE EMPLOYEE PERFORMANCE

SCIENCE	MATH — NUMBER SYSTEMS
<p>Professionalism A,B,C,D,E,F,G (See Appendix A) Inhibitors of efficient job performance-A,B,C,D,E</p> <p>Supervision A,D,E,F,H,I (See Appendix A)</p> <p>Conditions of healthy and growth directed job performance (See Appendix A)</p>	
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Viewing 5. Listening 	<p>SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. VCM 5. LCM

(TASK STATEMENT) PROVIDE FOR EMPLOYEE NEEDS

59

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
Questionnaires Suggestion box Professional advice and services Calculator	Steps: Determine needs Determine what needs are practical to satisfy Set up plan that will provide for needs Implement plan	
<u>DECISIONS</u> What needs should be provided for employee	<u>CUES</u> Keep in mind feasibility of needs	<u>ERRORS</u> Needs of employees not satisfied

TASK STATEMENT) PROVIDE FOR EMPLOYEES NEEDS

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u> A,B,C,D,E,F,G (See Appendix A) Inhibitors of efficient job performance (A,B,C,D,E)</p> <p><u>Supervision</u> A,D,E,F,H,I (See Appendix A)</p> <p>Conditions of healthy and growth directed job performance (See Appendix A)</p>	<p>Rational numbers Use of numbers (without calculation)-counting, coordinate system Fundamental Operations (calculation) Addition, subtraction, division, multiplication Basic arithmetic skills and concepts-4,5,6,7, (See Appendix B) Use of computing devices and mechanical aids-calculator (electric and mechanical) Basic arithmetic skills and concepts-read and interpret tables, charts, and graphs (number line/coordinate graph; 2-dimensional and 3-dimensional), representational graphs</p> <p>The above is for questionnaires</p>
COMMUNICATIONS	
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to employees 2. Read suggestions 3. Write proposed improvements 4. Feedback from employees <p><u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM

Duty G Managing Merchandise Promotions

- 1 Determine merchandise promotions
- 2 Select promotional program
- 3 Implement method of promotion
- 4 Evaluate promotional program

(TASK STATEMENT) DETERMINE MERCHANDISE PROMOTIONS

62

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Professional assistance Past promotion records Consumer surveys Reference materials Calculator	Steps: Consider needed promotions Consider practicality of promotion Consult professional assistance Consider consumer behavior Observe competitors Consider past promotions	
<u>DECISIONS</u> Determine necessary promotions	<u>CUES</u> Promotional needs of business	<u>ERRORS</u> Wrong choice of promotions

SCIENCE

Professionalism
A, F, C, D, F, G, (See Appendix A)
Supervision
C, F, G, I (See Appendix A)

MATH - NUMBER SYSTEMS

The following is for surveys

1. Rational numbers
2. Use of numbers (without calculation)--counting, coordinate system
3. Fundamental operations (calculation)
4. Basic arithmetic skills and concepts - 4, 5, 6, 7 (See Appendix B)
5. Use of computing devices and mechanical aids--calculator (electric, mechanical)
6. Basic measurement skills and concepts --Read and interpret tables, charts and graphs--maps, number line/coordinate graph (2-dimensional and 3-dimensional), representational graphs

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talking to assistants
2. Read business records
3. Record merchandise
4. Feedback from assistants
5. Visual analysis of promotions

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

63

(TASK STATEMENT) SELECT PROMOTIONAL PROGRAM

8.4

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Reference materials Promotional records Professional assistance Consumer surveys Calculator	Steps: Review promotional budget Analyze consumer behavior Consult professional assistance Observe competition Consider tailor promotions Consider previous experience Consider type of business Consider practicality of promotion Select most appropriate promotional program	
<u>DECISIONS</u> Decide upon promotional program for business	<u>CUES</u> Keep in mind what is best for business	<u>ERRORS</u> Inappropriate promotional program

ASK STATEMENT)	SELECT PROMOTIONAL PROGRAM
SCIENCE	MATH -- NUMBER SYSTEMS
<p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> C, F, G, I (See Appendix A)</p>	<ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculation)--counting, coordinate system 3. Fundamental Operations (calculation) 4. Basic Arithmetic Skills and Concepts--finding a percent of a number and what percent one number is of another; changing fractions to decimal and decimals to fractions; ratio and proportion; rounding off decimals to whole numbers 5. Use of Computing Devices and Mechanical Aids--calculator (electric, mechanical) 6. Basic Measurement Skills and Concepts--4, 5, 6, 7 (See Appendix B) 7. Read and interpret tables, charts and graphs--maps, number line/coordinate graph (2-dimensional and 3-dimensional), representational graphs
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<ol style="list-style-type: none"> 1. Talking to assistants 2. Read business records 3. Record merchandise promotions 4. Feedback from assistants 5. Visual analysis of promotions
SKILLS/CONCEPTS	
(REFER TO COMMUNICATIONS CODE)	<ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 4. VCM

(TASK STATEMENT) IMPLEMENT METHOD OF PROMOTION

65

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Professional assistance</p> <p>Promotional records</p> <p>Reference materials</p>	<p>Steps:</p> <ul style="list-style-type: none"> Consider possible ways of implementing methods Consult professional advice Consult past experience Communicate promotional program Activate promotional program 	
<p><u>DECISIONS</u></p>	<p><u>CUES</u></p>	<p><u>ERRORS</u></p> <p>Improper implementation of promotion</p>

IMPLEMENT METHOD OF PROMOTION

TASK STATEMENT

SCIENCE

Professionalism
A, B, C, D, F, G (See Appendix A)
Supervision
A, C, E, F, G, H, I (See Appendix)

MATH - NUMBER SYSTEMS

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talking to assistants
2. Read business records
3. Record merchandise promotions
4. Feedback from assistants
5. Visual analysis of promotions

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

(TASK STATEMENT) EVALUATE PROMOTIONAL PROGRAM

TOOLS, EQUIPMENT, MATERIALS, SUBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Evaluation forms</p> <p>Professional assistance</p> <p>Evaluation criteria manual</p> <p>Reference materials</p>	<p>Steps:</p> <ul style="list-style-type: none">Set criteria for evaluationEvaluate promotional programRecord evaluation	
<p><u>DECISIONS</u></p> <p>Is promotional program effective</p>	<p><u>CUES</u></p> <p>Keep in mind criteria for evaluation</p>	<p><u>ERRORS</u></p> <p>Incorrect evaluation of promotional program</p>

TASK STATEMENT)	SCIENCE	MATH — NUMBER SYSTEMS
	<p>Professionalism A, B, C, D, F, G, (See Appendix A)</p> <p>Supervision C, D, E, F, G, I (See Appendix A)</p>	
COMMUNICATIONS	PERFORMANCE MODES	SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE)
	<p>1. Speaking</p> <p>2. Reading</p> <p>3. Writing</p> <p>4. Listening</p> <p>5. Viewing</p>	<p>1. SCM</p> <p>2. RCM</p> <p>3. WCM</p> <p>4. LCM</p> <p>5. VCM</p>
EXAMPLES		
<p>1. Talking to assistants</p> <p>2. Read evaluation criteria</p> <p>3. Record evaluations</p> <p>4. Feedback from assistants</p> <p>5. Visual evaluation</p>		

Duty H Managing Business Operating Policies

- 1 Determine business operating policies**
- 2 Communicate business operating policies**
- 3 Implement policies**
- 4 Evaluate established policies**

TASK STATEMENT) DETERMINE BUSINESS OPERATING POLICIES

21

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
<p>Business reference</p> <p>Professional assistance</p>	<p>Steps:</p> <ul style="list-style-type: none">Analyze needed policiesConsider all operationsConsider past policiesConsult professional assistanceConsider competitorsEvaluate policiesModify policies	
<p><u>DECISIONS</u></p> <p>Decide on what operating policies are needed for business</p>	<p><u>CUES</u></p> <p>Keep policies in tune with operating procedures</p>	<p><u>ERRORS</u></p> <p>Improper choice of business operating policies</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Professionalism A, B, C, D, F, G (See Appendix A)</p> <p>Supervision C, D, E, F, G, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM
<u>EXAMPLES</u>	
<ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record procedures 4. Feedback from assistants 5. View business operations 	72

(TASK STATEMENT) COMMUNICATE BUSINESS OPERATING POLICIES

73

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Manuals
Audio-visual aids
Forms
Professor assistance
Business reference

PERFORMANCE KNOWLEDGE

Steps:
Choose policies that are most effective for business operations
Analyze best mode or modes to communicate policies
Inform all persons who will be effected by policies
Evaluate choice of communication media

SAFETY — HAZARD

DECISIONS

How best to communicate business operation policies

CUES

Consider the structure of the business and what has worked in past
Keep in mind appropriate communication technique

ERRORS

Ineffective communication of policies

ASK STATEMENT) COMMUNICATE BUSINESS OPERATING POLICIES

SCIENCE	MATH — NUMBER SYSTEMS
<p><u>Professionalism</u> <u>A,B,C,D,F,G</u> (See Appendix A)</p> <p><u>Supervision</u> <u>C,D,E,F,G,H,I</u> (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	
COMMUNICATIONS	COMMUNICATIONS
PERFORMANCE MODES	EXAMPLES
<ol style="list-style-type: none">1. Speaking2. Reading3. Writing4. Listening5. Viewing	<ol style="list-style-type: none">1. Talk to assistants2. Read business reference3. Record procedures4. Feedback from assistants5. View business operations
SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE)	<ol style="list-style-type: none">1. SCM2. RCM3. WCM4. LCM5. VCM

74

(TASK STATEMENT) IMPLEMENT POLICIES

75

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Manuals</p> <p>Professional assistance</p>	<p>Steps:</p> <ul style="list-style-type: none"> Consider possible ways of implementing policies Consult professional assistance Review past policies Activate policies 	
<p><u>DECISIONS</u></p>	<p><u>CUES</u></p>	<p><u>ERRORS</u></p> <p>Policies not implement properly</p>

TASK STATEMENT) IMPLEMENT POLICIES

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> C,D,E,G,H,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<ol style="list-style-type: none"> 1. Talk to assistants 2. Read business reference 3. Record procedures 4. Feedback from assistants 5. View business operations
<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)	
<ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM 	

TASK STATEMENT) EVALUATE ESTABLISHED POLICIES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Evaluation forms Professional assistance Evaluation criteria manual Reference materials	Steps: Select criteria for evaluation Evaluate policies according to criteria Record evaluation	
<u>DECISIONS</u> Are policies effective	<u>CUES</u> Keep in mind criteria for policies	<u>ERRORS</u> Incorrect evaluation of policies

ASK STATEMENT) EVALUATE ESTABLISHED POLICIES		MATH -- NUMBER SYSTEMS
SCIENCE		
<p><u>Professionalism</u> <u>A, B, C, D, F, G (See Appendix A)</u> <u>Supervision</u> <u>C, D, E, F, G, H, I (See Appendix A)</u></p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>		
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE) 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM
1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing	1. Talking to assistants 2. Read evaluation criteria 3. Record evaluations 4. Feedback from assistants 5. Visual evaluation	

Duty I Managing Physical Facilities of Business

- 1 Analyze business physical facilities**
- 2 Decide on most effective physical facilities**
- 3 Arrange physical facilities to implement business**
- 4 Evaluate physical facilities**

TASK STATEMENT) ANALYZE BUSINESS PHYSICAL FACILITIES

80

TOOLS, EQUIPMENT, MATERIALS,
OBJECTS ACTED UPON

Blueprints.
Federal and state regulations
Professional assistance
Competitor's facilities
Calculator
Measuring instruments

PERFORMANCE KNOWLEDGE

Steps:
Review past records of physical facilities
Analyze competitor's facilities
Review present facilities
Consult professional assistance

SAFETY — HAZARD

DECISIONS

Determine appropriateness of
business physical facilities

CUES

Keep in mind physical facilities
in relation to business operations

ERRORS

Inappropriate use of physical
facilities

TASK STATEMENT) ANALYZE BUSINESS PHYSICAL FACILITIES

TASK STATEMENT)	ANALYZE BUSINESS PHYSICAL FACILITIES
SCIENCE	MATH - NUMBER SYSTEMS
<p>Professionalism A,B,C,D,F,G (See Appendix A)</p> <p>Supervision B,C,D,E,F,G,H,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<ol style="list-style-type: none"> 1. Rational numbers 2. Fundamental Operations (calculation) 3. Basic Arithmetic Skills and Concepts-4,5,6,7 (See Appendix B) 4. Use of Computing Devices and Mechanical Aids-calculators (electric, mechanical) 5. Basic Measurement Skills and Concepts-Instruments: ruler and tape; 9c,d,e,f (See Appendix B)
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record analysis 4. Feedback from assistants 5. Visual analysis
SKILLS/CONCEPTS	
	<p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Federal and state regulations</p> <p>Business records</p> <p>Professional assistance</p> <p>Business references</p>	<p>Steps:</p> <p>Determine needs of business</p> <p>Establish standards according to business needs</p> <p>Consult professional assistance</p> <p>Use standards to decide on business facilities</p> <p>Decide on facilities</p>	
<p><u>DECISIONS</u></p> <p>What facilities are best for the business</p>	<p><u>CUES</u></p> <p>Keep in mind needs of business</p>	<p><u>ERRORS</u></p> <p>Inappropriate use of physical facilities</p>

(TASK STATEMENT) DECIDE ON MOST EFFECTIVE PHYSICAL FACILITIES

SCIENCE	MATH -- NUMBER SYSTEMS
<p>Professionalism A, E, C, D, F, G (See Appendix A)</p> <p>Supervision B, C, D, E, F, G, H, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	
PERFORMANCE MODES	COMMUNICATIONS
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business references 3. Record analysis 4. Feedback from assistants 5. Visual analysis <p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM

(TASK STATEMENT) ARRANGE PHYSICAL FACILITIES TO IMPLEMENT BUSINESS

84

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Reference materials</p> <p>Professional assistance</p> <p>Business records</p>	<p>Steps:</p> <ul style="list-style-type: none">Consider possible ways of arranging facilitiesConsult professional assistanceConsider past experienceArrange physical facilities to best carry out business operations	
<p><u>DECISIONS</u></p> <p>What is the most efficient method to arrange facilities</p>	<p><u>CUES</u></p> <p>Keep implementation of business in mind</p>	<p><u>ERRORS</u></p> <p>Improper arrangement of facilities</p>

TASK STATEMENT) ARRANGE PHYSICAL FACILITIES TO IMPLEMENT BUSINESS

MATH -- NUMBER SYSTEMS	
SCIENCE	
<u>Professionalism</u> A, B, C, D, F, G, (See Appendix A)	
<u>Supervision</u> B, C, D, E, F, G, H, I (See Appendix A)	
Conscious awareness of the need for a balance between tension and relaxation	
Conscious awareness of physical expressions basic to peak physical performance	
Conscious awareness of qualities basic to optimal mental performance	
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing	1. Talk to assistants 2. Read business references 3. Record analysis 4. Feedback from assistants 5. Visual analysis
<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)	1. SCM 2. RCM 3. WCM 4. LCM 5. VCM

85

85

(TASK STATEMENT) EVALUATE PHYSICAL FACILITIES

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Set criteria manual</p> <p>Reference materials</p> <p>Professional assistance</p> <p>Business records</p>	<p>Steps:</p> <p>Set criteria for evaluation</p> <p>Evaluate physical facilities on criteria</p> <p>Consult professional assistance</p> <p>Record evaluation</p>	
<p><u>DECISIONS</u></p> <p>Are physical facilities appropriate for effective business operations</p>	<p><u>CUES</u></p> <p>Keep in mind criteria for evaluation</p>	<p><u>ERRORS</u></p> <p>Improper evaluation of facilities</p>

MATH -- NUMBER SYSTEMS

SCIENCE

Professionalism
A,B,C,D,F,G (See Appendix A)
Supervision
B,C,D,E,F,G,H,I (See Appendix A)

Conscious awareness of the need for a balance between tension and relaxation

Conscious awareness of physical expressions basic to peak physical performance

Conscious awareness of qualities basic to optimal mental performance

COMMUNICATIONS

PERFORMANCE MODES

1. Speaking
2. Reading
3. Writing
4. Listening
5. Viewing

EXAMPLES

1. Talking to assistants
2. Read evaluation criteria
3. Record evaluation
4. Feedback from assistants
5. Visual evaluation

SKILLS/CONCEPTS

(REFER TO COMMUNICATIONS CODE)

1. SCM
2. RCM
3. WCM
4. LCM
5. VCM

87

Duty J Managing Business Finance

- 1 Establish operating budget**
- 2 Allocate business expenditures to business areas**
- 3 Evaluate operating budget**

(TASK STATEMENT) ESTABLISH OPERATING BUDGET

22

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Professional assistance Business records Reference materials Calculation	Steps: Determine needs of business Determine costs of these needs Review previous budgets Consult professional assistance Determine projected capital available Decide on priority of expense Formulate budget in written form	
<u>DECISIONS</u> Is budget in line with needs of business	<u>CUES</u> Keep in mind the amount and availability of capital	<u>ERRORS</u> Misappropriation of funds

SCIENCE	MATH - NUMBER SYSTEMS
<p>Professionalism A,B,C,D,F,G (See Appendix A) <u>Supervision</u> E,F,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculation)-recording 3. Basic Arithmetic Skills and Concepts-3,4,5,6,7 (See Appendix B) 4. Fundamental Operations (calculation) 5. Use of Computing Devices and Mechanical Aids-calculators (electric and Mechanical) 6. Basic Measurement Skills and Concepts-Measurement: non-geometric (time and money); read and interpret tables, charts and graphs, representational graphs
PERFORMANCE MODES	COMMUNICATIONS
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talk to assistants 2. Read business records 3. Record budget analysis 4. Feedback from assistants <p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM

(TASK STATEMENT) ALLOCATE BUSINESS EXPENDITURES TO BUSINESS AREAS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Business records (budget)</p>	<p>Steps:</p> <ul style="list-style-type: none"> Refer to established budget Set criteria for budget allocations Notify areas of their planned budget Communicate budget procedures 	
<p><u>DECISIONS</u></p> <p>Are funds properly allocated</p>	<p><u>CUES</u></p> <p>Keep in mind planned budget</p>	<p><u>ERRORS</u></p> <p>Improper allocation of planned budget</p>

ALLOCATE BUSINESS EXPENDITURES TO BUSINESS AREAS

ASK STATEMENT)

SCIENCE		MATH – NUMBER SYSTEMS	
Professionalism A,B,C,D,F,G, (See Appendix A) Supervision E,F,I (See Appendix A)		Use of numbers (without calculation)-recording	
PERFORMANCE MODES		COMMUNICATIONS	
1. Speaking 2. Reading 3. Writing 4. Listening		EXAMPLES 1. Talk to assistants 2. Read business records 3. Record budget analysis 4. Feedback from assistants	
		SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE) 1. SCM 2. RCM 3. WCM 4. LCM	

TASK STATEMENT) EVALUATE OPERATING BUDGET

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
Business records Calculator Reference materials	Steps: Review budget Review expenditures being made Consider possible alterations in budget Make changes where needed	
<u>DECISIONS</u> Are finances properly budgeted	<u>CUES</u> Consider changing economics trends and needs of business	<u>ERRORS</u> Inefficient budgeting of money

ASK STATEMENT EVALUATE OPERATING BUDGET

ASK STATEMENT	EVALUATE OPERATING BUDGET
SCIENCE	MATH -- NUMBER SYSTEMS
<p><u>Professionalism</u> A, B, C, D, F, G (See Appendix A)</p> <p><u>Supervision</u> E, F, I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p>1. Rational numbers</p> <p>2. Use of numbers (without calculation)-recording</p> <p>3. Fundamental Operations (calculation)</p> <p>4. Basic Arithmetic Skills and Concepts-3,4,5,6,7 (See Appendix B)</p> <p>5. Use of Computing Devices and Mechanical Aids-calculator (electric, mechanical)</p> <p>6. Basic Measurement Skills and Concepts-non-geometric (time and money); read and interpret tables, charts and graphs (representational graphs)</p>
COMMUNICATIONS	COMMUNICATIONS
<p><u>PERFORMANCE MODES</u></p> <ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 4. Listening 5. Viewing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Talking to assistants 2. Read evaluation criteria 3. Record evaluations 4. Feedback from assistants 5. Visual evaluation <p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM 4. LCM 5. VCM

Duty K Insuring Coverage of Business Losses

- 1 Decide insurance needs of business
- 2 Select business coverage
- 3 Purchase business coverage
- 4 Revise and update business coverage

TASK STATEMENT) DECIDE INSURANCE NEEDS OF BUSINESS

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Professional assistance</p> <p>Business records</p> <p>Business references</p> <p>Calculator</p>	<p>Steps:</p> <p>Assess insurance needs</p> <p>Consult professional assistance</p> <p>Review past experience</p> <p>Determine priority of insurance needs</p>	
<p><u>DECISIONS</u></p> <p>What insurance coverage is necessary for business</p>	<p><u>CUES</u></p> <p>Keep in mind needed coverage for losses of business</p>	<p><u>ERRORS</u></p> <p>Improper coverage of business losses</p>

TASK STATEMENT) DECIDE INSURANCE NEEDS OF BUSINESS

SCIENCE	MATH - NUMBER SYSTEMS
<p><u>Professionalism</u></p> <ol style="list-style-type: none">1. Maintain capacity to foster trust2. Maintain capacity to foster confidentiality3. Maintain capacity to foster cooperation4. Maintain capacity to generate integrity5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability <p><u>Supervision</u></p> <ol style="list-style-type: none">1. Grant appropriate regard for customer's unique needs2. Communicate pride in establishment	<ol style="list-style-type: none">1. Rational numbers2. Fundamental Operations (calculation)3. Basic Arithmetic Skills and Concepts-3,4,5,6,7 (See Appendix B)4. Use of Computing Devices and Mechanical Aids-calculators (electric and mechanical)5. Basic Measurement Skills and Concepts-Measurement: non-geometric (time and money); read and interpret tables, charts and graphs (number line/coordinate graph) 2-dimensional and 3-dimensional, representative graphs
COMMUNICATIONS	
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>
<ol style="list-style-type: none">1. Speaking2. Reading3. Writing4. Listening5. Viewing	<ol style="list-style-type: none">1. Talk to assistants2. Read business references3. Record procedures4. Feedback from assistants5. View business operations
<u>SKILLS/CONCEPTS</u>	
<p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none">1. SCM2. RCM3. WCM4. LCM5. VCM	

TASK STATEMENT) SELECT BUSINESS COVERAGE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD 98
<p>Reference materials</p> <p>Professional assistance</p> <p>Business records</p> <p>Calculator</p>	<p>Steps:</p> <p>Determine available source of insurance</p> <p>Consider past experience with source</p> <p>Consider policies of source</p> <p>Consider reputation of source</p> <p>Consider cost of insurance with source</p> <p>Consider coverage available</p>	
<p><u>DECISIONS</u></p> <p>What is best source to meet insurance needs</p>	<p><u>CUES</u></p> <p>Keep in mind above steps</p>	<p><u>ERRORS</u></p> <p>Wrong choice of insurance source</p>

SCIENCE		MATH — NUMBER SYSTEMS
<p><u>Professionalism</u></p> <ol style="list-style-type: none">1. Maintain capacity to foster trust2. Maintain capacity to foster confidentiality3. Maintain capacity to foster cooperation4. Maintain capacity to generate integrity5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability <p><u>Supervision</u></p> <ol style="list-style-type: none">1. Grant appropriate regard for customer's unique needs2. Communicate pride in establishment	<ol style="list-style-type: none">1. Rational numbers2. Use of numbers (without calculation)-counting, ordering indexing3. Use of Computing Devices and Mechanical Aids-adding machines, calculators (electric and mechanical)4. Fundamental Operations (Calculation)5. Basic Arithmetic Skills and Concepts6. Basic Measurement Skills and Concepts- (See Appendix B)	
COMMUNICATIONS		
<u>PERFORMANCE MODES</u>	<u>EXAMPLES</u>	<u>SKILLS/CONCEPTS</u> (REFER TO COMMUNICATIONS CODE)
<ol style="list-style-type: none">1. Speaking2. Reading3. Writing4. Listening5. Viewing	<ol style="list-style-type: none">1. Talking to assistants2. Read business references3. Record procedures4. Feedback from assistants5. View business operations	<ol style="list-style-type: none">1. SCM2. RCM3. WCM4. LCM5. VCM

TASK STATEMENT) PURCHASE BUSINESS COVERAGE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
<p>Policy applications</p> <p>Purchase orders</p> <p>Source of price quotations</p>	<p>Steps:</p> <p>Follow particular source order procedure</p> <p>Follow established business ordering policies</p> <p>Place order</p>	
<p><u>DECISIONS</u></p>	<p><u>CUES</u></p>	<p><u>ERRORS</u></p> <p>Inaccurate order</p>

SCIENCE	MATH - NUMBER SYSTEMS
<p>Professionalism</p> <ol style="list-style-type: none"> 1. Maintain capacity to foster trust 2. Maintain capacity to foster confidentiality 3. Maintain capacity to foster cooperation 4. Maintain capacity to generate integrity 5. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables 6. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability <p>Supervision</p> <ol style="list-style-type: none"> 1. Grant appropriate regard for customer's unique needs 2. Communicate pride in establishment 	<ol style="list-style-type: none"> 1. Rational numbers 2. Use of numbers (without calculation)-counting 3. Fundamental Operations (Calculation) 4. Basic Arithmetic Skills and Concepts 5. Use of Computing Devices and Mechanical Aids-adding machines, calculators (electric and mechanical) 6. Basic Measurement Skills and Concepts - 1,4,6,7,8, 9c, (See Appendix B)
PERFORMANCE MODES	COMMUNICATIONS
<ol style="list-style-type: none"> 1. Speaking 2. Reading 3. Writing 	<p><u>EXAMPLES</u></p> <ol style="list-style-type: none"> 1. Oral ordering of merchandise 2. Reading of forms and reports 3. Write orders and reports <p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <ol style="list-style-type: none"> 1. SCM 2. RCM 3. WCM <p>101</p>

(TASK STATEMENT) REVISE AND UPDATE BUSINESS COVERAGE

102

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY -- HAZARD
Reference materials Professional assistance Business records Calculator	Steps: Review coverage Consider additional needs Alter coverage as needed	
<u>DECISIONS</u> Is the insurance on the business appropriate	<u>CUES</u>	<u>ERRORS</u> Business insurance inappropriate

TASK STATEMENT) REVISE AND UPDATE BUSINESS COVERAGE

SCIENCE	MATH - NUMBER SYSTEMS	
<p><u>Professionalism</u> Maintain capacity to foster trust Maintain capacity to foster confidentiality Maintain capacity to foster cooperation Maintain capacity to generate integrity Maintain capacity to function efficiently when encountering fast changing, multiple, personal needs situational variables Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability</p> <p><u>Supervision</u> Grant appropriate regard for customer's unique needs Communicate pride in establishment</p>	<p>Rational numbers Use of numbers (without calculation)-counting, ordering, indexing Use of computing devices and mechanical aids-adding machines, calculators (electric and mechanical) Fundamental operations (calculations) Addition, subtraction, division, multiplication Basic arithmetic skills and concepts Basic measurement skills and concepts (See Appendix B)</p>	
COMMUNICATIONS		
PERFORMANCE MODES	EXAMPLES	SKILLS/CONCEPTS (REFER TO COMMUNICATIONS CODE)
<p>1. Speaking 2. Reading 3. Writing 4. Listening</p>	<p>1. Talking to assistants 2. Review policies 3. Record analyses 4. Feedback from assistants</p>	<p>1. SCM 2. RCM 3. WCM 4. LCM</p>

Duty L Supervising Maintenance of Business Building

- 1 Evaluate condition of building**
- 2 Determine and decide business maintenance**
- 3 Implement building maintenance**

TASK STATEMENT) EVALUATE CONDITION OF BUILDING

105

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY – HAZARD
Professional assistance Business records	Steps: Make periodic observation of building Consult maintenance records Consult professional assistance	
<u>DECISIONS</u> Does building need repair	<u>CUES</u> Know proper condition of building	<u>ERRORS</u> Improper maintenance evaluation

SCIENCE	MATH – NUMBER SYSTEMS
<p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> B,C,E,F,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p>1. Rational numbers</p> <p>2. Fundamental Operations (Calculation)</p> <p>3. Use of Computing Devices and Mechanical Aids- Calculators (electric and mechanical)</p> <p>4. Basic Measurement Skills and Concepts-Instruments: ruler, compass, tape-Measurement: non-geometric-time and money; Read and interpret tables, charts and graphs-scales drawings/floor plans/blueprints</p>
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<p>1. Speaking</p> <p>2. Reading</p> <p>3. Writing</p> <p>4. Listening</p> <p>5. Viewing</p>	<p>1. Talking to assistants</p> <p>2. Read evaluation criteria</p> <p>3. Record evaluations</p> <p>4. Feedback from assistants</p> <p>5. Visual evaluation</p>
SKILLS/CONCEPTS	
<p>(REFER TO COMMUNICATIONS CODE)</p> <p>1. SCM</p> <p>2. RCM</p> <p>3. WCM</p> <p>4. LCM</p> <p>5. VCM</p>	

(TASK STATEMENT) DETERMINE AND DECIDE BUSINESS MAINTENANCE

1007

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY - HAZARD
<p>Business records</p> <p>Professional assistance</p>	<p>Steps:</p> <ul style="list-style-type: none"> Determine needed maintenance of building Consult budget allocations Estimate cost of maintenance Consult business assistance Check maintenance records Determine maintenance priorities 	
<p><u>DECISIONS</u></p> <p>What business maintenance should be performed</p>	<p><u>CUES</u></p> <p>Keep in mind proper maintenance of building</p>	<p><u>ERRORS</u></p> <p>Improper maintenance of building</p>

SCIENCE	MATH – NUMBER SYSTEMS
<p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> B,C,E,F,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p>1. Fundamental Operations (Calculation)</p> <p>2. Basic Arithmetic Skills and Concepts-Property of comparison (equality/equivalence and inequality/ greater than/less than</p> <p>3. Basic Measurement Skills and Concepts-Measurement non-geometric (time and money)</p>
COMMUNICATIONS	
PERFORMANCE MODES	EXAMPLES
<p>1. Speaking</p> <p>2. Reading</p> <p>3. Writing</p> <p>4. Listening</p> <p>5. Viewing</p>	<p>1. Talk to assistants</p> <p>2. Read business references</p> <p>3. Record procedures</p> <p>4. Feedback from assistants</p> <p>5. View business operations</p>
SKILLS/CONCEPTS	
<p>(REFER TO COMMUNICATIONS CODE)</p> <p>1. SCM</p> <p>2. RCM</p> <p>3. WCM</p> <p>4. LCM</p> <p>5. VCM</p>	

(TASK STATEMENT) IMPLEMENT BUILDING MAINTENANCE

TOOLS, EQUIPMENT, MATERIALS, OBJECTS ACTED UPON	PERFORMANCE KNOWLEDGE	SAFETY — HAZARD
<p>Professional assistance</p> <p>Business records</p> <p>Calculator</p> <p>Blueprints</p> <p>Measuring instruments</p>	<p>Steps:</p> <ul style="list-style-type: none">Consider needed building maintenanceDetermine available sources of maintenanceConsider past experienceConsider source costsRequest maintenance from appropriate source	
<p><u>DECISIONS</u></p> <p>What way should building maintenance be performed</p>	<p><u>CUES</u></p> <p>Consider knowledge gained in steps</p>	<p><u>ERRORS</u></p> <p>Implementation of maintenance</p>

TASK STATEMENT) IMPLEMENT BUILDING MAINTENANCE

SCIENCE	MATH -- NUMBER SYSTEMS
<p><u>Professionalism</u> A,B,C,D,F,G (See Appendix A)</p> <p><u>Supervision</u> B,C,E,F,I (See Appendix A)</p> <p>Conscious awareness of the need for a balance between tension and relaxation</p> <p>Conscious awareness of physical expressions basic to peak physical performance</p> <p>Conscious awareness of qualities basic to optimal mental performance</p>	<p>1. Rational numbers</p> <p>2. Fundamental Operations</p> <p>3. Use of Computing Devices and Mechanical Aids-Calculators (electrical and mechanical)</p> <p>4. Basic Measurement Skills and Concepts-Instruments: ruler, compass, tape; Read and interpret tables, charts and graphs - scale drawings/floor plans/blueprints</p>
PERFORMANCE MODES	COMMUNICATIONS
<p>1. Speaking</p> <p>2. Reading</p> <p>3. Writing</p> <p>4. Listening</p> <p>5. Viewing</p>	<p><u>EXAMPLES</u></p> <p>1. Talk to assistants</p> <p>2. Read business references</p> <p>3. Record procedures</p> <p>4. Feedback from assistants</p> <p>5. View business operations</p> <p><u>SKILLS/CONCEPTS</u></p> <p>(REFER TO COMMUNICATIONS CODE)</p> <p>1. SCM</p> <p>2. RCM</p> <p>3. WCM</p> <p>4. LCM</p> <p>5. VCM</p>

APPENDIX A

PROFESSIONALISM

- A. Maintain capacity to foster trust
- B. Maintain capacity to foster confidentiality
- C. Maintain capacity to foster cooperation
- D. Maintain capacity to generate integrity
- E. Maintain capacity to cope with conflict behavior
- F. Maintain capacity to function efficiently when encountering fast changing, multiple, personal or situational variables
- G. Exhibit qualities of self-confidence, self-control, self-reliance, self-respect and adaptability

SUPERVISION

- A. Distribute personnel with regard to leadership qualities and experience for optimum team performance
- B. Maintain customers illusion of privacy by avoiding excessive noise or movement
- C. Grant appropriate regard for customer's personal space (convenience and special interest)
- D. Grant conscious attention to smoothly flowing team work
- E. Maintain regard for differing views on maximum efficiency of the operations
- F. Grant appropriate regard for customer's unique needs
- G. Exhibit capacity to ascertain best service for the particular party type requested
- H. Show and describe facilities with appropriate speed and clarity
- I. Communicate pride in establishment

INHIBITORS OF EFFICIENT JOB PERFORMANCE (FEAR, ANXIETY, RIGIDITY, INFLEXIBILITY AND TENSION)
RESULTING FROM:

- A. Excessive anticipation of expected events
- B. Excessive pre-occupation with fantasy
- C. Excessive pre-occupation with past experiences
- D. Excessive identification with one's social role (as an external index of self)
- E. Excessive attachment to fixed-projected time sets (e.g. schedules, appointments, deadlines, etc.)
- F. Excessive attachment to personal values sets which inhibit open inter-personal communication
- G. Excessive mental activity to the complete exclusion of intuitive body expressions

CONDITIONS FOR HEALTH AND GROWTH-DIRECTED JOB PERFORMANCE

- A. Awareness of one's changing emotional states
- B. Awareness of one's changing physical states
- C. Awareness of one's unlimited intellectual activities
- D. Awareness of one's diverse, intuitive (creative) capacities
- E. Capacity to perceive, quickly integrate, and function well in the face of unexpected situational variables
- F. Capacity to maintain open-mindedness and composure in the far seemingly different, eccentric or clashing values expressed behaviorally or verbally

APPENDIX B

BASIC ARITHMETIC SKILLS AND CONCEPTS

Set of Real Numbers

Irrationals/Rationals

Fractions/Decimals

Integers (. . . -3, -2, -1, 0, +1, +2, +3, . . .)

Whole Numbers (0, 1, 2, 3, . . .)

Counting Numbers (1, 2, 3, 4, . . .)

Fundamental Operations (calculation)

Addition algorithm

Subtraction algorithm

Multiplication algorithm

Division algorithm

Order of operation, i.e., use of parentheses in simplifying arithmetic expressions

Basic Skills

1. Reduction of fraction
2. Changing mixed numbers to improper fractions
3. Changing percents to fractions and fractions to percents
4. Finding a percent of a number and what percent one number is of another
5. Changing fractions to decimals and decimals to fractions
6. Ratio and proportion
7. Estimation: rounding off decimals and whole numbers

APPENDIX B CONTINUED

BASIC MEASUREMENT SKILLS AND CONCEPTS

1. "Measure sense"/role of "unit"
2. Instruments
3. Given an instrument of measure, determine precision and/or accuracy with respect to relative error, significant digits and tolerance
4. Metric and English measure and conversion
5. Rate
6. Measurement: geometric
 - a. linear
 - b. area
 - c. volume
 - d. angle
7. Measurement: non-geometric
 - a. time
 - b. money
 - c. temperature
 - d. weight
 - e. liquid
 - f. dry
 - g. speed
 - h. pressure
8. Conversion from one standard unit to another
9. Read and interpret tables, charts and graphs
 - c. scale drawings/floor plans/blueprints
 - d. maps
 - e. number line/coordinate graph (2-dimensional and 3-dimensional)
 - f. representational graphs

APPENDIX C
COMMUNICATIONS CODE

Performance Modes

Speaking (SCM)

Skills/Concepts

1. Terminology/general vocabulary
2. Implying
3. Enunciation
4. Clarity of expression
5. Persuasion and sales technique
6. Logic
7. Gestures
8. Facial and body features
9. Poise
10. Usage

Reading (RCM)

1. Comprehension
2. Detail/inference
3. Informational reports
4. Recommendation reports
5. Progress reports
6. Proposals
7. Definition
8. Terminology

Writing (WCM)

1. Penmanship
2. Spelling
3. Memo format
4. Description
5. Reports (see above for types)
6. Business letters (format/content)
7. Terminology/general vocabulary
8. Clarity of expression
9. Logic
10. Usage

COMMUNICATIONS CODE

116

Performance Modes

Listening (LCM)

Skills/Concepts

1. Auditory discrimination
2. Detection of propaganda devices
3. Discriminate facts from non facts
4. Recognize opinions
5. Concentration
6. Logic (ordering of thoughts and opinions)
7. Word definition
8. Note taking

Viewing (VCM)

1. Visual analysis (see the parts in relation to the whole)
2. Memory (short and long term retention)
3. Logic (ordering of thoughts and perceptions)
4. Recognition of symbols, codes and emblems

Touching (TMC)

1. Size
2. Shape
3. Consistency
4. Texture

GLOSSARY

- Account - a record of a business transaction or deal
- Accountant - one who is skilled at keeping business records
- Accounts receivable - a record of what is owed to an account
- Analysis - breaking an idea or a problem down into its parts or a good examination of the parts of anything
- Articles of incorporation - a legal document filed with the state which sets forth the purposes and regulations for a corporation
- Asset - anything of worth that is owned
- Bad debts - money owed to an account that the agent cannot collect
- Balance - (1) the amount of money remaining in an account, (2) when the amounts of money in a positive (credit) account and a negative (debit) account are equal
- Balance sheet - an important business record which shows what a business owns and owes at any one time
- Business venture - taking financial risks in a commercial enterprise
- Capital - available money to invest or the total of accumulated assets available for production
- Capital requirement - a list (or schedule) of expenses which must be met to establish a business
- Cash - money in hand or readily available
- Cash receipts - the money received by a business from customers
- Chain of command - the proper lines of authority between the head of an organization, its managers and supervisors and its workers
- Contract - an agreement regarding mutual responsibilities between two or more parties
- Controllable expenses - those expenses which can be controlled or restrained by the business' employees
- Corporation - a business venture comprising a group of individuals or objects treated by the law as an individual
- Co-signers - joint signers of a loan agreement, pledging to meet the obligations in case of default
- Debit - debts recorded
- Debts - that which is owed
- Default - failure to pay a debt or meet an obligation
- Demand - an order to comply with an obligation

Depreciation - a decrease in value through age, wear or deterioration
 Economic - pertaining to money or financial matters
 Embezzlement - to steal or take by fraud another's property for one's own use
 Enterprise - a business firm or a business undertaking
 Entrepreneur - a person who organizes and manages a business
 Equity capital - venture money
 Factors - (1) something which contributes to a result, (2) a finance company specializing in high risk loans (usually at high interest rates)
 Financial statement - a record of total assets and liabilities
 Financing - obtaining money resources
 Fixed expenses - those costs which do not vary from one period to the next
 Franchise (franchisor, franchisee) - a right or privilege to deal in a certain line or brand of goods and services
 Functional - performing a function or carrying out a characteristic action
 Gross - overall total before deductions
 Income - money coming in
 Industry ratio - the standard or "average" percentage of expenses spent by firms in a similar type of business, i.e. firms in the same industry
 Interest - the cost of borrowing money
 Inventory - a list of present or current assets
 Invest - lay out money for any purpose from which a profit is expected
 Lease - a long term rental agreement
 Liability - debts or that which is owed
 Liability insurance - risk protection for accidents for which a business is liable
 Limited partnership - a legal partnership where some owners are allowed to assume responsibility only up to the amount invested
 Line position - a place of authority in a "line" organization
 Liquidate - to settle a debt or to convert to cash
 Loan - money lent at interest
 Management - the art of conducting and supervising a business
 Marketing - all the functions involved in purchasing and selling
 Merchandise - goods bought and sold in a business
 Motivation - strong influence or incentive
 Net - what is left after deducting all charges
 Nonrecurring - one time; not repeating
 Objective - something toward which effort is directed; something to accomplish
 Obsolescence - declined in value because of replacement by new and/or better things

Operating costs - expenditures arising out of current business activities

Operating organization - the plan for doing business

Operating ratios - the relationship of costs from business activities

Organize - to put in order

Owner manager - one who operates his/her own business

Ownership organization - the legal structure for a business

Partnership - a legal business relationship where individuals share responsibilities, resources and profits

Payable - ready to be paid

Personnel - persons collectively in the employ of a business

Pledge - to bind by a promise, to give possession of something of value as security on a loan

Posting - to enter in an account

Pricing - to set a value upon something

Principal - property or capital assets as opposed to income; also, one who is directly concerned in a business enterprise

Profit - financial gain; returns over expenditures

Profit and loss statement - a list of the total amount of sales less expenses and costs to show the amount of "profit or loss" for doing business

Profit margin - an allowance above expenditures in a price

Proprietorship - subject to exclusive ownership

Ratio - the relationship of one thing to another

Receivable - ready for payment

Regulations - rules or laws (affecting a business)

Reserve - that which is held back or stored for future use or in case of emergency

Retail - selling directly to the consumer

Recured - protected or guaranteed

Service business - a retail business which deals in activities for the benefit of others

Share - one of the equal parts into which the ownership of a corporation is divided

Site - a plot of ground set aside for a particular use

Stabilizing - to make stable; to be less subject to ups and downs

Statistics - a collection of accurate numerical data; classified facts which can be stated in numbers

Stock - an ownership share in a corporation (another word for share); accumulated merchandise

Tangible - something that is real
Trade credit - permission to buy from suppliers on open account
Transfer - to remove from one place to another or from one person to another
Volume - an amount or quantity (of business)
Wholesale - selling for resale